



# Neshannock Township School District

## Curriculum Overview

### English - Grade 11

### Plan Course of Study



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### Course Description:

**This class meets 5 periods per week all year.**

Eleventh grade students study all genres of American literature from the settlement period to the present. Fiction and non-fiction book reports are required. Vocabulary development and the fine points of mechanics, grammar, and usage are stressed. Expository composition, oral expression, research, and speech are included. General, College Preparatory, and Honors levels are differentiated by the depth of material covered the speed at which it is covered, and the standards by which the students' understanding is evaluated.

### Essential Skills:

**Critical Thinking, Listening, Oral Communication, Problem Solving, Reading, Research, Technology, Writing**

### Applications/Connections:

Students will communicate ideas, opinions, and information through the writing process and presentations. They will comprehend and organize facts and ideas from content texts, activities, and discussions. Students will use research and technology skills in all subject areas. Language arts strategies will allow students to communicate effectively and better understand the world around them.

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## Course Objectives:

- I. Given a grade appropriate text of fiction, the student will identify and apply the meaning of multiple meaning words, apply synonyms and/or antonyms and identify how the meaning of a word changes when an affix is added.
- II. Given a grade appropriate text of fiction, the student will define and/or apply the meaning of a word using context clues.
- III. Given a grade appropriate text of fiction, the student will make inferences and/or draw conclusions based on information in the text and will cite evidence from the text to support such conclusions.
- IV. Given a grade appropriate text of fiction, the student will identify stated or implied main ideas and relevant supporting details, summarize key details and events in the whole text, identify and/or analyze the author's purpose, and identify evidence to support conclusions about the author's purpose.
- V. Given a grade appropriate text of nonfiction, the student will identify and apply the meaning of multiple meaning words, apply synonyms and/or antonyms and identify how the meaning of a word changes when an affix is added.
- VI. Given a grade appropriate text of nonfiction, the student will define and/or apply the meaning of a word using context clues.
- VII. Given a grade appropriate text of nonfiction, the student will make inferences and/or draw conclusions based on information in the text and will cite evidence from the text to support such conclusions.
- VIII. Given a grade appropriate text of nonfiction, the student will identify stated or implied main ideas and relevant supporting details, summarize key details and events in the whole text, identify and/or analyze the author's purpose, and identify evidence to support conclusions about the author's purpose.

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- IX.** Given a grade appropriate text of fiction or nonfiction, the student will interpret, compare, describe, analyze, and evaluate connections between literary (fiction and nonfiction) texts by assessing character; setting; plot; theme; tone, style, mood; and/or symbols.
  - X.** Given a grade appropriate text of fiction or nonfiction, the student will interpret, compare, describe, analyze, and evaluate (including the purpose for) figurative language, literary structures, and point of view using personification, simile, metaphor, hyperbole, satire, imagery, foreshadowing, flashback, irony.
  - XI.** Given a grade appropriate text of nonfiction, the student will interpret, describe, and analyze the characteristics and uses of facts and opinions, distinguish between essential and non-essential information, and evaluate the effectiveness of bias or propaganda.
  - XII.** Given a grade appropriate text of nonfiction, the student will identify, compare, explain, interpret, describe, and analyze text organization, including use of headers, charts and/or graphs, a sequence of steps, and interpret the effect of such organization.
  - XIII.** Given a grade appropriate list of vocabulary words, the student will correctly define the words, use them in sentences, and apply them in analogical relationships.
  - XIV.** Given a grade appropriate flawed sample of writing, the student will correctly apply the conventions of language.
  - XV.** Given an informational task, the student will select a topic, ascertain sources of information, and write a well-organized documented essay.

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## Materials:

- I. Textbooks:** *Adventures in American Literature*, Athena Ed. New York: Holt, Rinehart and Winston, 1996.  
Warriner, John E. *English Composition and Grammar*. Chicago: Harcourt Brace Jovanovich, 1988.  
*Vocabulary for Achievement*. 5<sup>th</sup> Course. Wilmington, MA: Great Source, 2005.  
*Vocabulary Workshop*, level F. New York: Sadlier-Oxford, 2002.

## II. Supplemental materials:

**A. Additional material not produced by the textbook publisher (\* denotes a text only for the general students, # denotes a text only for the honors students)**

1. \*Curtis, Christopher Paul, *The Watsons Go to Birmingham—1963*.
2. Douglass, Frederick. *Narrative of the Life of Frederick Douglass*.
3. #Ellison, Ralph. *The Invisible Man*.
4. Fitzgerald, F. Scott. *The Great Gatsby*.
5. #Hawthorne, Nathaniel. *The Scarlet Letter*.
6. Hemingway, Ernest. *A Farewell to Arms*.
7. Hersey, John. *Hiroshima*.
8. #James, Henry. *The Turn of the Screw*.
9. Jacobs, Harriet. *Incidents in the Life of a Slave Girl*.
10. #Melville, Herman. *Billy Budd*.
11. #Melville, Herman. *Moby Dick*.
12. Miller, Arthur. *The Crucible*.
13. #O'Neill, Eugene. *Three Plays*.

14. \*Paulsen, Gary. *Nightjohn*.
15. \*Paulsen, Gary. *Sarnie*
16. Steinbeck, John. *The Grapes of Wrath*.
17. Twain, Mark. *The Adventures of Huckleberry Finn*.
18. Wharton, Edith. *Ethan Frome*.
19. Williams, Tennessee. *The Glass Menagerie*.
20. Williams, Tennessee. *A Streetcar Named Desire*.

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#### **B. Audio-visuals:**

1. *Days of Judgment*. Peabody & Essex Museum, 1993.
2. *Salem Witch Trials*. History Channel, 1996.
3. *George III*. A & E Television Networks, 1995.
4. *The Crucible*. Twentieth Century Fox. 1996
5. *Moby Dick*. Vintage Classics, MGM/UA, 1956.
6. *Neighbors in Eden*. Learning Resource Center, 1992.
7. *Emily Dickinson: A Certain Slant of Light*. M/S Production, 1977.
8. *Mark Twain: His Amazing Adventures*. A&E Biography, 1997.5
9. *F. Scott Fitzgerald: The Great American Dreamer*. A&E Biography, 1997.
10. *William Faulkner*. Famous Authors Series, ND.

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### **Knowledge Base (1.3A, 1.3B, 1.3C, 1.3 F, 1.6A, 1.6D, 1.6E for all content)**

#### **First Grading Period**

1. Learning Styles
2. Old English, shift to Middle English. Elizabethan (modern) English. Plain/ornate diction.

3. Introduction to Colonial literature—history of Europe, religious turmoil that prompted settlers to seek permanent residence in America
4. William Bradford—*Of Plymouth Plantation* (1.1G, 1.2A)
  - a. rhetorical analysis: audience, purpose, focus, tone, diction.
  - b. attitude toward native Americans
5. Anne Bradstreet—“To My Dear...” “Upon the Burning...” (1.3D, 1.1G)
  - a. Chain of Being: Puritans rebel
  - b. Rhetorical analysis
  - c. image: two worlds
  - d. #Writing—was Bradstreet a feminist—Puritan views of acceptable behavior
6. Jonathan Edwards—“Sinners in the Hands of an Angry God”(1.1D, 1.1G)
  - a. Enlightenment—idea of gravity
  - b. imagery, tone
  - c. rhetorical analysis
7. John Smith (1.1B, 1.2A, 1.1D, 1.7A, 1.5A, 1.5B, 1.5D)
  - a. rhetorical analysis
  - b. attitude toward native Americans
  - c. paraphrase portion of text
8. William Byrd—*History of the Dividing Line* (1.1G)
  - a. rhetorical analysis
  - b. journal as a literary form
9. Sarah Kemble Knight—“Journal” (1.1G, 1.2A, 1.7B)
  - a. rhetorical analysis
  - b. fear of wilderness, attitude toward cities.
10. Olaudah Equiano—middle passage
  - a. In small groups--prewriting--compare/contrast black passage and Puritan passage.
  - b. formulate thesis
  - c. order of body paragraphs
  - d. repeat thesis but then draw a conclusion
11. Video on Salem Witch Trials(1.6A, 1.6B)
  - a. listen guide
  - b. outside the Chain of Being, misogyny

12. Researched paper comparing Miller's portrayal of the Salem Witch Trials in *The Crucible* with historical accounts—honors students only (Requires all skills from reading categories A and B, plus all the skills from the writing standards)
  - a. choose topic
  - b. gather information—primary, secondary, tertiary sources
  - c. reliable sources
  - d. use of hard copy, database, and internet sources
  - e. develop suitable thesis, organize, draw conclusion
  - f. documentation—to prove one's point, avoid plagiarism
14. *Paradigm* shift: the Federal period (1.6A, 1.6B)
  - a. Origin of the Enlightenment (deism)
  - b. characteristics in writing
15. Ben Franklin (1.1G, 1.2A)
  - a. rhetorical analysis
  - b. Deist or Puritan? (do as debate in honors class—1.1G, 1.6E, 1.6D)
  - c. literary terms: aphorism, epitaph, persona
  - d. Franklin's values—paraphrase aphorisms
16. Patrick Henry—Speech to the Virginia House of Burgesses
  - a. delineate logic (1.2A)
  - b. persuasive techniques (1.1D, 1.2A)
  - c. divine mission
17. Thomas Paine—The Crisis (1.1G, 1.2A)
  - a. aphoristic style
  - b. propaganda
18. Thomas Jefferson—the Declaration of Independence (1.1G, 1.2A)
  - a. memorize P1 and P2 sent. 1 (absorb style) (1.5A)
  - b. purpose of government
  - c. deleted portions
  - d. divine mission
19. deCrevecoeur—Letters from an American Farmer (1.1G, 1.2A)
  - a. definition of an American—the new man
  - b. impact of wilderness, freedom
20. Wheatley—To his Excellency, George Washington(1.1G, 1.3D)
  - a. personification

- b. divine mission
- 21. Paradigm shift from reason to emotion—early Romanticism (1.6A)
  - a. compare romantics with Puritans and Deists
  - b. characteristics of romantic writing
- 22. Washington Irving—“The Devil and Tom Walker” (1.1G, 1.2C)
  - a. Reinterpret German folktale and set it in Puritan past
  - b. Stereotyped/flat characters
  - c. Puritan view of nature
  - d. Worksheet on folktales
  - e. Editing practice
- 23. Stephen Benet—“The Devil and Daniel Webster” (1.5A, 1.5B, 1.5C, 1.5E, 1.5F, 1.3B)
  - a. modern period
  - b. different view of evil
  - c. create comparison—honors: essay, cpe and general eng.: differentiated project
- 24. James F. Cooper—*Leatherstocking* (1.1G)
  - a. Past—connect with DeCrevcoeur and growth of America
  - b. Character—flat, but prototype of American superhero
  - c. Nature—rejuvenates
- 25. William C. Bryant—“To a Waterfowl” and “Thanatopsis” (1.3C, 1.3D)
  - a. Past—archaic language
  - b. Character—small portion of attitude
  - c. Nature—rejuvenates
  - d. Neologism—thana and topsis
- 26. Edgar A. Poe—“Fall of the House of Usher” “Oval Portrait” “To Helen” “The Raven” “The Bells” (1.3D, 1.1G, 1.1H)
  - a. allegory—use graphic organizer
  - b. passive voice
  - c. symbolism
  - d. onomatopoeia, alliteration, allusions
  - e. romantic characteristics
  - f. forensic presentations
- 27. Vocabulary (1.1C, 1.1E, 1.1F)
  - a. Honors—foreign words, 4 lessons in Sadlier-Oxford
  - b. CPEng and GEng—8 lessons in Vocabulary for Achievement



28. Book reports (1.1C, 1.1G, 1.3A, 1.3B, 1.3C, 1.3F)
- a. GEng—*Nightjohn* and *Sarnie*
  - b. CPEng—a novel or two plays or a play and a non-fiction work
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## **Second Grading Period**

1. PSSA writing assessment practice  
(1.5A, B, C, D, E, F)
  - a. Use domain to practice scoring other pieces of writing
  - b. Drafting—using PSSA writing prompts
  - c. Final copy
2. Introduction to Unit IV  
(1.6A)
3. Honors class will read *The Scarlet Letter* outside of class in preparation for an expository prompt on the novel.
3. Ralph Waldo Emerson--from his essays human potential  
(1.2A, 1.1G)
  - a. From Nature and Self-Reliance – definition of God, of conformity, inverted, syntax, analogies
  - b. From Experience and Fate – definition of wisdom
  - c. From Journals and Observations – cf. adages with Franklin's
  - d. Quiz and essay on Transcendentalism
4. Henry David Thoreau--from *Walden* and his journal  
(1.2A, 1.1G)
  - a. *Walden* --ideas on progress, wealth, time, nature, true freedom
  - b. Chasing a pig—ideas on duty, example of controlling fate
5. Nathaniel Hawthorne
  - a. "Dr. Heidegger's Experiment" symbols, character types, view of science, view of human nature
  - b. "Minister's Black Veil"
    1. Worksheet on subjunctive
    2. What is a parable
    3. Essay on the meaning of the parable
  - c. Honors: "Rappaccini's Daughter" symbolism of the garden, anti-Transcendental elements

- d. Anti-transcendental views
  - e. Journals portrayal of contemporaries, tone
  - f. Honors: essay on *The Scarlet Letter*—pathways to truth, paradigm for success and failure.
6. Herman Melville (1.7A, 1.1D, 1.1G, 1.2B, 1.6F, 1.2C, 1.5A, 1.5B, 1.5C, 1.5D, 1.5 E, 1.5 F)
- a. CPEng and GEng: From *Typee* view of natives, cruelty, heathens
  - b. From *Moby Dick*
    - 1. Honors: portions of the entire novel, in-class presentations
    - 2. CPEng and GEng: Portrayal of Ahab, “Communion” on the quarter deck, the final chase.
    - 3. Melville’s anti-transcendental views
  - c. Film version of *Moby Dick* (with Gregory Peck as Ahab) film techniques.
  - d. Essay comparing the end of the novel with the end of the film—very different messages
  - e. Honors—*Billy Budd*—symbolism, attitude toward authority and “grace”
7. Longfellow (1.3D)
- a. “Psalm of Life” call to action, meter to create sense of action, word choices
  - b. “Nature” sonnet, metaphor
  - c. “The Arrow and the Song” deed and action, metaphor
  - d. From *Evangeline* meter, epic of Acadian people
  - e. “The Tide Rises, the Tide Falls” creation of the sense of cycle—repetition, refrain, onomatopoeia, limited rhyme
8. Whittier from *Snowbound* images (1.3D)
9. Colonial Christmas traditions, foods (1.7A, C, 1.6A)
10. Holmes “Old Ironsides” and “The Chambered Nautilus (1.3D)
- a. Irony--satiric tone
  - b. Didactic—lesson from nature
11. Lowell “The Courtin’” tone(1.3D, 1.7B)
12. Essay quiz on Fireside poets (1.1D, G)
13. Emily Dickinson (1.3D)
- a. Movie on her life—with worksheet
  - b. “I Never Saw a Moor,” “Exultation Is the Going,” “I Taste a Liquor...” “Some Keep the Sabbath,” “‘Faith’ is a Fine Invention,” “‘Hope’ Is the Thing with Feathers,” “Success I Counted Sweetest,” “The Soul Selects Her Own Society,” “I Took My Power in My Hand,” “Much Madness Is Divinest Sense,” “It Sifts from Leaden Sieves,” “Apparently

- with No Surprise,” “A Narrow Fellow in the Grass,” “My Life Closed Twice Before Its Close,” “Because I could Not Stop for Death”
- c. Essay comparing “I Taste a Liquor...” with “There’s a Certain Slant of Light”
- 14. Vocabulary—same as first nine weeks
- 15. Book reports—GEng.—*The Watsons Go to Birmingham, 1963*, CPEng. Same as first nine weeks.

## **Third Grading Period**

1. Career project—CPEng and GEng (1.2B, 1.4B, D, E, 1.5A, B, C, D, E, F, 1.8A, B, C)
  - a. Research paper on a career
  - b. Resume
  - c. Letter to a real business
2. Researched paper on *The Invisible Man*—honors (all the reading & writing standards)
  - a. select topic
  - b. gather information from variety of sources
  - c. write and document paper
2. Introduction to Unit V, Civil War period—shift from romanticism to realism (1.6A)
3. Whitman—free verse—bridge between Romantics and realists (1.3D, 1.7A, B, C)
  - a. From “Song of Myself,” “One’s-Self I Sing,” “I Hear America Singing—metaphors, use of Emerson’s ideas
  - b. Write a paraphrase of “When I Heard the Learn’d Astronomer” (1.1D, 1.5A)
  - c. “A Noiseless Patient Spider,” metaphor, “Beat! Beat! Drums” tone, “A March in the Ranks...” imagery, symbolism
  - d. which poems are romantic and which are realistic
4. Lincoln—“The Gettysburg Address”
  - a. Memorize—absorb style
  - b. metaphor
5. Native American literature (1.3D, 1.7A, B, C)
  - a. “Song of the Sky Loom” walk “fittingly” attitude toward nature
  - b. “Prayer Spoken...” link between generations, notion of success
  - c. “Blackfeet Genesis” myth - God as old man, creation of humans, advent of death
  - d. Black Hawk’s farewell—voice shift, definition of man, honorable behavior

- e. Chief Joseph's surrender, his view of Indian affairs—why he quit, his experience with whites, a "savage"
- 6. Twain—local color
  - a. contrast Twain diction with Melville's (1.7A, B, C)
  - b. Video of his life—with worksheet (1.6A, 1.6F)
  - c. "...Jumping Frog..." plot, humor, characterization, similes, exaggeration, how it is an example of local color, narrative frame, vernacular language
  - d. "Baker's Bluejay Yarn" plot, vernacular, euphemism
  - e. Essay—what kind of human behaviors is Twain satirizing with this story? (1.1D, 1.1G)
  - f. From *Life on the Mississippi* humor, hyperbole characterization of Bixby and cub, euphemisms, how it is realistic and local color
  - g. honors: read *Huckleberry Finn*—picareque, organization by contrast, irony, humor, characterization
- 7. Bret Harte—"The Outcasts of Poker Flat"
  - a. characteristics of realism
  - b. sentimental ending.
- 8. Informational speech on modern American author—longer speech for honors (1.1A, 1.1B, 1.5G, 1.6B, 1.6C, 1.6E, 1.6F, 1.8A, 1.8B, 1.8C) rubric scored
  - a. select topic
  - b. create bibliography
  - c. gather information: focus on author's works
  - d. attention grabbing introduction/conclusion, avoid listing, voice modulation, speed modulation
- 9. Naturalism (1.6A)
  - a. how it is different from realism
  - b. Darwin and Zola
- 10. Stephen Crane—"The Open Boat" (1.1D, 1.1G, 1.4C, 1.5A, 1.5C) War is Kind (1.3D, 1.2C, 1.4A)
  - a. setting
  - b. view of nature
  - c. survival of the fittest
  - d. irony
  - e. write a free verse poem
- 11. Jack London—"To Build a Fire" (1.1D, 1.1G)
  - a. setting

- b. view of nature
  - c. survival of the fittest
- 12. Upton Sinclair—*The Jungle*
  - a. immigration in America
  - b. legal/ethical
  - c. imagery in the piece
  - d. implications of the setting
  - e. social Darwinism—Sinclair's criticism
- 13. Olaf Rolvaag—*Giants in the Earth*
  - a. nature is indifferent
  - b. sanity on the prairie
  - c. desire reason
- 14. Willa Cather—"The Sculptor's Funeral" (1.5A, 1.5B, 1.5C, 1.5D, 1.5E, 1.5F)
  - a. mourning scene
  - b. Zola's determinism
- 15. E. A. Robinson
  - a. "Richard Cory" inferring motive
  - b. "Miniver Cheevy" alcoholic
  - c. "Mr. Flood's Party" loneliness
- 16. E. L. Masters
  - a. "George Gray" choices
  - b. "Lucinda Matlock" contrast
  - c. "Fiddler Jones" enough
  - d. cf. Gray and Jones (1.1C, 1.1G, 1.5A, 1.5B, 1.5C, 1.5D, 1.5E, 1.5F)
- 17. *The Turn of the Screw*—honors
  - a. ambiguity
  - b. reliability of narration
  - c. reader becomes part of the text
- 18. *The Great Gatsby*—honors
  - a. characterization
  - b. setting
  - c. flashback
  - d. reliability of narration
  - e. deliberate deceit

f. symbolism—why Gatsby is great, cars, meaning of names

19. Vocabulary—same as previous nine weeks but cover fewer lessons because of PSSA testing.
20. Book reports—same as previous nine weeks; *A Farewell to Arms* for GEng.

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## **Fourth Grading Period**

1. Debates in teams of 4, rubric scored  
(1.1A, B, G, 1.2A, C, 1.4B, C, 1.5G, 1.6A, C, D, 1.8A, B, C)
  - a. What it is
  - b. Research and designing the presentation
  - c. Presentation—2 per class (8 students)
  - d. longer presentation for honors.
2. Characteristics of the modern period—form, content, voice (1.6A)
3. Katherine Porter—“The Jilting of Granny Weatherall” stream of consciousness
4. Alice Walker—“Everyday Use” voice, content
5. William Faulkner—“A Rose for Emily”
  - a. Change in voice – point of view, form
  - b. A feminist reading—male dominance defied
  - c. victim redefined
6. Isaac Singer—“Lost”
  - a. voice
  - b. content
  - c. no resolution (form)
7. Ernest Hemingway—“Hills Like White Elephant” honors only
  - a. Who establishes the topic of conversation?
  - b. Write about the likelihood of this relationship’s survival
8. John Steinbeck—“Johnny Bear” honors only
  - a. characterization
  - b. the problem—controversial content
9. Susan Glaspell—“Trifles”
  - a. voice—feminism
  - b. content—justifiable homicide
10. T. Williams—*A Streetcar Named Desire*
  - a. voice



- b. form—illusion, street vendors, use of music for psychological element
  - c. content—the rape, predatorial behavior
- 11. O'Neill—*Desire Under the Elms* honors only
  - a. symbolism
  - b. contrast love of things with love of people
  - c. use of Biblical names
  - d. redefine love
- 12. T. S. Eliot—Prufrock
  - a. form—stream of consciousness
  - b. anxiety
  - c. allusions
  - d. write—what question did Prufrock intend to ask, will he ever ask it?
- 13. E. B. White “Walden”—compare with Thoreau’s Walden
- 14. Faulkner’s Nobel Prize acceptance speech
- 15. Vocabulary—finish the books (1.1C, 1.1E, 1.1F)
- 16. Book reports: GEng: *The Great Gatsby*; CPEng see first nine weeks (1.5A, B, C, D, E, F)
- 17. Review grammar, mechanics with each piece of writing
- 18. Analogies that accompany the literature book—after each unit (1.1C, D)
- 19. Oral reading: all poetry, some portions of narratives/essays, excerpts in speeches (1.1H, 1.6A, B, C)

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## Grading Procedure and Assessments:

### A. Performance assessments – include but are not limited to:

1. **Tests**—standardized and teacher-made
  - a. Always part essay
  - b. One per unit of literature
  - c. Approximately 25% of total grade
2. **Quizzes**—standardized and teacher-made
  - a. includes multiple response, multiple choice questions
  - b. approximately 25% of total grade
3. **Essays**—in class and take-home
  - a. responses to reading selections
  - b. approximately 10% of total grade
4. **Book reports**
  - a. 2-3 novels,
  - b. 1-2 plays,
  - c. 1-2 non-fiction
  - d. approximately 12.5% of total grade
5. **Research paper**
  - a. approximately 5% of total grade
6. **Speeches**
  - a. approximately 12.5% of total grade
7. **Homework**
  - a. approximately 10% of total grade

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## **B. Expected levels of achievement**

1. Students will progress in their development to a more mature understanding of literature and communication
2. Students will apply the knowledge inherent in literature to their own lives
3. Students will learn to communicate orally, to write and to listen attentively. Communication is two-fold: a well-informed, effective speaker and an attentive, discriminating listener.

## **C. Grading scale:**

100-89.5 = **A**  
89-79.5 = **B**  
79-69.5 = **C**  
69-59.5 = **D**  
59.4 and below = **E**

## **D. Ancillary Information**

1. The course content will vary each year depending on the ability and number of students, and the number of unanticipated interruptions.
2. Instructor will incorporate before, during and after reading strategies
3. Instructor will incorporate language from the glossary of terms listed in Appendix G of the Academic Standards for Reading, Writing, Speaking and Listening

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# Neshannock Township School District

## Curriculum Alignment

### English - Grade 11



**First Learning Outcome:** Given a 11<sup>th</sup> grade appropriate text of American fiction, the student will identify and apply the meaning of multiple meaning words, apply synonyms and/or antonyms and identify how the meaning of a word changes when an affix is added.

**Reporting Category:** A. Comprehension and Reading Skills

Pennsylvania Standards	Assessment Anchors	Eligible Content	Benchmark Assessments	Technology
<p><b>1.1</b> Learning to Read Independently</p> <p><b>1.2</b> Reading Critically in All Content Areas</p>	<p><b>R11.A.1.1</b> Identify and apply the meaning of vocabulary.</p>	<p><b>R11.A.1.1.1</b> Identify and/or apply meaning of multiple-meaning words used in text.</p> <p><b>R11.A.1.1.2</b> Identify and/or apply a synonym or antonym of a word used in text.</p>		<p><b>3.7</b> Technological Devices</p>

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Pennsylvania Standards	Assessment Anchors	Eligible Content	Benchmark Assessments	Technology
	<p><b>R11.A.1.2</b> Identify and apply word recognition skills.</p>	<p><b>R11.A.1.2.1</b> Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.</p> <p><b>R11.A.1.2.2</b> Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.</p>		

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**Second Learning Outcome:** Given a 11<sup>th</sup> grade appropriate text of American fiction, the student will define and/or apply the meaning of a word using context clues.

**Reporting Category:** A. Comprehension and Reading Skills

<b>Pennsylvania Standards</b>	<b>Assessment Anchors</b>	<b>Eligible Content</b>	<b>Benchmark Assessments</b>	<b>Technology</b>
<b>1.2</b> Reading Critically in All Content Areas	<p><b>R11.A.1.1</b> Identify and apply the meaning of vocabulary.</p> <p><b>R11.A.1.2</b> Identify and apply word recognition skills.</p>	<p><b>R11.A.1.1.1</b> Identify and/or apply meaning of multiple-meaning words used in text.</p> <p><b>R11.A.1.2.2</b> Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.</p>		<b>3.7</b> Technological Devices

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**Third Learning Outcome:** Given a 11<sup>th</sup> grade appropriate text of American fiction, the student will make inferences and/or draw conclusions based on information in the text and will cite evidence from the text to support such conclusions.

**Reporting Category:** A. Comprehension and Reading Skills

<b>Pennsylvania Standards</b>	<b>Assessment Anchors</b>	<b>Eligible Content</b>	<b>Benchmark Assessments</b>	<b>Technology</b>
<b>1.3</b> Reading Analyzing and Interpreting Literature	<p><b>R11.A.1.3</b> Make inferences, draw conclusions, and make generalizations based on text.</p> <p><b>R11.A.1.3</b> Make inferences, draw conclusions, and make generalizations based on text.</p>	<p><b>R11.A.1.3.2</b> Cite evidence from text to support generalizations.</p> <p><b>R11.A.1.3.1</b> Make inferences and/or draw conclusions based on information from text.</p>		<b>3.7</b> Technological Devices

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**Fourth Learning Outcome:** Given a 11<sup>th</sup> grade appropriate text of American fiction, the student will identify stated or implied main ideas and relevant supporting details, summarize key details and events in the whole text, identify and/or analyze the author's purpose, and identify evidence to support conclusions about the author's purpose.

**Reporting Category: A. Comprehension and Reading Skills**

<b>Pennsylvania Standards</b>	<b>Assessment Anchors</b>	<b>Eligible Content</b>	<b>Benchmark Assessments</b>	<b>Technology</b>
<b>1.2</b> Reading Critically in All Content Areas  <b>1.3</b> Reading Analyzing and Interpreting Literature	<b>R11.A.1.3</b> Make inferences, draw conclusions, and make generalizations based on text.	<b>R11.A.1.3.1</b> Make inferences and/or draw conclusions based on information from text.  <b>R11.A.1.3.2</b> Cite evidence from text to support generalizations.		<b>3.7</b> Technological Devices

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Pennsylvania Standards	Assessment Anchors	Eligible Content	Benchmark Assessments	Technology
	<p><b>R11.A.1.4</b> Identify and explain main ideas and relevant details.</p> <p><b>R11.A.1.5</b> Summarize a fictional text as a whole.</p>	<p><b>R11.A.1.4.1</b> Identify and/or explains stated or implied main ideas and relevant supporting details from text.</p> <p><b>R11.A.1.5.1</b> Summarize the key details and events of a fictional text as a whole.</p>		

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**Fifth Learning Outcome:** Given a 11<sup>th</sup> grade appropriate nonfiction passage of American Literature, the student will identify and apply the meaning of multiple meaning words, apply synonyms and/or antonyms and identify how the meaning of a word changes when an affix is added.

**Reporting Category: A. Comprehension and Reading Skills**

Pennsylvania Standards	Assessment Anchors	Eligible Content	Benchmark Assessments	Technology
<p><b>1.1</b> Learning to Read Independently</p> <p><b>1.2</b> Reading Critically in all Content Areas</p>	<p><b>R11.A.2.1</b> Identify and apply the meaning of vocabulary in nonfiction.</p> <p><b>R11.A.2.2</b> Identify and apply word recognition skills.</p>	<p><b>R11.A.2.1.1</b> Identify and/or apply meaning of multiple-meaning words used in text.</p> <p><b>R11.A.2.1.2</b> Identify and/or apply meaning of content-specific words used in text.</p> <p><b>R11.A.2.2.1</b> Identify and apply how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.</p>		<p><b>3.7</b> Technological Devices</p>

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Pennsylvania Standards	Assessment Anchors	Eligible Content	Benchmark Assessments	Technology
		<p><b>R11.A.2.2.2 Define</b> and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.</p>		

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**Sixth Learning Outcome:** Given a 11<sup>th</sup> grade appropriate text of American nonfiction, the student will identify and apply the meaning of a word using context clues.

**Reporting Category:** A. Comprehension and Reading Skills

<b>Pennsylvania Standards</b>	<b>Assessment Anchors</b>	<b>Eligible Content</b>	<b>Benchmark Assessments</b>	<b>Technology</b>
<b>1.2</b> Reading Critically in all Content Areas	<b>R11.A.2.2</b> Identify and apply word recognition skills.	<b>R11.A.2.2.2 Define</b> and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.		<b>3.7</b> Technological Devices

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**Seventh Learning Outcome:** Given a 11<sup>th</sup> grade text of American nonfiction, the student will make inferences and/or draw conclusions based on information in the text and will cite evidence from the text to support such conclusions.

**Reporting Category: A. Comprehension and Reading Skills**

<b>Pennsylvania Standards</b>	<b>Assessment Anchors</b>	<b>Eligible Content</b>	<b>Benchmark Assessments</b>	<b>Technology</b>
<b>1.3</b> Reading Analyzing and Interpreting Literature	<b>R11.A.2.3</b> Make inferences, draw conclusions, and make generalizations based on text.	<b>R11.A.2.3.1</b> Make inferences and/or draw conclusions based on information from text.  <b>R11.A.2.3.2</b> Cite evidence from text to support generalizations.		<b>3.7</b> Technological Devices

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**Eighth Learning Outcome:** Given a grade appropriate passage of American nonfiction, the student will identify stated or implied main ideas and relevant supporting details, summarize key details and events in the whole text, identify and/or analyze the author's purpose, and identify evidence to support conclusions about the author's purpose.

**Reporting Category: A. Comprehension and Reading Skills**

<b>Pennsylvania Standards</b>	<b>Assessment Anchors</b>	<b>Eligible Content</b>	<b>Benchmark Assessments</b>	<b>Technology</b>
<b>1.2</b> Reading Critically in All content Areas  <b>1.3</b> Reading Analyzing and Interpreting Literature	<b>R11.A.2.4</b> Identify and explain main ideas and relevant details.  <b>R11.A.2.5</b> Summarize a nonfiction text as a whole.	<b>R11.A.2.4.1</b> Identify and/or explain stated or implied main ideas and relevant supporting details from text.  <b>R11.A.2.5.1</b> Summarize the major points, processes, and/or events of a nonfiction text as a whole.		<b>3.7</b> Technological Devices

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**Ninth Learning Outcome:** Given an appropriate text of American fiction or nonfiction, the student will interpret, compare, describe, analyze, and evaluate connections between literary (fiction and nonfiction) texts by assessing character; setting; plot; theme; tone, style, mood; and/or symbols.

**Reporting Category:** B. Interpretation and Analysis of Fiction and Nonfiction Text

Pennsylvania Standards	Assessment Anchors	Eligible Content	Benchmark Assessments	Technology
1.1 Learning to Read Independently	R11.B.1.1 Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.	R11.B.1.1.1 Interpret, compare, describe, analyze, and/or evaluate the relationships among the following within fiction and literary nonfiction:  <u>Character</u> (may also be called narrator, speaker, subject of a biography):		3.7 Technological Devices

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Pennsylvania Standards	Assessment Anchors	Eligible Content	Benchmark Assessments	Technology
		<p>Interpret, compare, describe, analyze, and/or evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfiction text. Interpret, compare, describe, analyze, and/or evaluate the relationship between characters and other components of text.</p> <p><b>Setting:</b> Interpret, compare, describe, analyze, and/or evaluate the setting of fiction or literary nonfiction.</p>		

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Pennsylvania Standards	Assessment Anchors	Eligible Content	Benchmark Assessments	Technology
		<p>Interpret, compare, describe, analyze, and/or evaluate the relationship between setting and other components of the text.</p> <p><b>Plot</b> (May also be called action):</p> <p>Interpret, compare, describe, analyze, and/or evaluate elements of the plot (conflict, rising action, climax and/or resolution).</p> <p>Interpret, compare, describe, analyze, and/or evaluate the relationship between elements of the plot (conflict, rising action, climax, resolution) and other components of the text.</p>		

Pennsylvania Standards	Assessment Anchors	Eligible Content	Benchmark Assessments	Technology
		<p><b><u>Theme:</u></b> Interpret, compare, describe, analyze, and/or evaluate the theme of fiction or literary nonfiction.</p> <p>Interpret, compare, describe, analyze, and/or evaluate the relationship between the theme and other components of the text.</p> <p><b><u>Tone, Style, Mood:</u></b> Interpret, compare, describe, analyze, and/or evaluate the tone, style, and/or mood of fiction or literary nonfiction. Interpret, compare, describe, analyze, and/or evaluate the relationship between the tone, style, and/or mood and other components of the text.</p>		

Pennsylvania Standards	Assessment Anchors	Eligible Content	Benchmark Assessments	Technology
	<p><b>R11.B.1.2</b> Make connections between texts.</p>	<p><b><u>Symbolism:</u></b> Interpret, compare, describe, analyze, and/or evaluate the use of symbolism in fiction or literary nonfiction.</p> <p>Interpret, compare, describe, analyze, and/or evaluate the relationship between symbolism and other components of the text.</p> <p><b>R11.B.1.2.1</b> Interpret, compare, describe, analyze, and/or evaluate connections between texts.</p>		

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**Tenth Learning Outcome:** Given an appropriate text of American fiction or nonfiction, the student will interpret, compare, describe, analyze, and evaluate (including the purpose for) figurative language, literary structures, and point of view using personification, simile, metaphor, hyperbole, satire, imagery, foreshadowing, flashback, irony.

**Reporting Category:** B. Interpretation and Analysis of Fiction and Nonfiction Text

Pennsylvania Standards	Assessment Anchors	Eligible Content	Benchmark Assessments	Technology
1.3 Reading Analyzing and Interpreting Literature	R11.B.1.1 Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.	<p>R11.B.1.1.1 Interpret, compare, describe, analyze, and/or evaluate the relationships among the following within fiction and literary nonfiction:</p> <p><b>Character</b> (may also be called narrator, speaker, subject of a biography):</p>		3.7 Technological Devices

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Pennsylvania Standards	Assessment Anchors	Eligible Content	Benchmark Assessments	Technology
		<p>Interpret, compare, describe, analyze, and/or evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfiction text.</p> <p>Interpret, compare, describe, analyze, and/or evaluate the relationship between characters and other components of text.</p> <p><b><u>Setting:</u></b> Interpret, compare, describe, analyze, and/or evaluate the setting of fiction or literary nonfiction.</p>		

Pennsylvania Standards	Assessment Anchors	Eligible Content	Benchmark Assessments	Technology
		<p>Interpret, compare, describe, analyze, and/or evaluate the relationship between setting and other components of the text.</p> <p><b>Plot</b> (May also be called action):</p> <p>Interpret, compare, describe, analyze, and/or evaluate elements of the plot (conflict, rising action, climax and/or resolution).</p> <p>Interpret, compare, describe, analyze, and/or evaluate the relationship between elements of the plot (conflict, rising action, climax, resolution) and other components of the text.</p>		

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Pennsylvania Standards	Assessment Anchors	Eligible Content	Benchmark Assessments	Technology
		<p><b><u>Theme:</u></b> Interpret, compare, describe, analyze, and/or evaluate the theme of fiction or literary nonfiction.</p> <p>Interpret, compare, describe, analyze, and/or evaluate the relationship between the theme and other components of the text.</p> <p><b><u>Tone, Style, Mood:</u></b> Interpret, compare, describe, analyze, and/or evaluate the tone, style, and/or mood of fiction or literary nonfiction. Interpret, compare, describe, analyze, and/or evaluate the relationship between the tone, style, and/or mood and other components of the text.</p>		

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Pennsylvania Standards	Assessment Anchors	Eligible Content	Benchmark Assessments	Technology
	<p><b>R11.B.2.1</b> Identify, interpret, describe, and analyze figurative language and literary structures in fiction and nonfiction.</p>	<p><b><u>Symbolism:</u></b> Interpret, compare, describe, analyze, and/or evaluate the use of symbolism in fiction or literary nonfiction.</p> <p>Interpret, compare, describe, analyze, and/or evaluate the relationship between symbolism and other components of the text.</p> <p><b>R11.B.2.1.1</b> Identify, interpret, describe, and/or analyze examples of personification, simile, metaphor, hyperbole, satire, imagery, foreshadowing, flashbacks and irony in text.</p>		

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Pennsylvania Standards	Assessment Anchors	Eligible Content	Benchmark Assessments	Technology
	<p><b>R11.B.2.2</b> Identify, interpret, describe, and analyze the point of view of the narrator in fictional and nonfiction text.</p>	<p><b>R11.B.2.1.2</b> Identify, interpret, describe, and/or analyze the author's purpose for and effectiveness at using figurative language in text.</p> <p><b>R11.B.2.2.1</b> Identify, interpret, describe, and/or analyze the point of view of the narrator as first person or third person point of view.</p> <p><b>R11.B.2.2.2 Interpret,</b> describe, and/or analyze the effectiveness of the point of view used by the author.</p>		

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**Eleventh Learning Outcome:** Given an appropriate text of American nonfiction, the student will interpret, describe, and analyze the characteristics and uses of facts and opinions, distinguish between essential and non-essential information, and evaluate the effectiveness of bias or propaganda.

**Reporting Category:** B. Interpretation and Analysis of Fiction and Nonfiction Text

Pennsylvania Standards	Assessment Anchors	Eligible Content	Benchmark Assessments	Technology
1.3 Reading Analyzing and Interpreting Literature	<p><b>R11.B.3.1</b> Interpret, describe, and analyze the characteristics and uses of facts and opinions in nonfiction text.</p> <p><b>R11.B.3.2</b> Distinguish between essential and nonessential information within or between texts.</p>	<p><b>R11.B.3.1.1 Interpret,</b> describes, and/or analyzes the use of facts and opinions to make a point or construct an argument in nonfiction text.</p> <p><b>R11.B.3.2.1 Identify</b> and/or interpret bias and propaganda techniques in nonfiction text.</p> <p><b>R11.B.3.2.2</b> Describe and/or analyze the effectiveness of bias and propaganda techniques in nonfiction text.</p>		3.7 Technological Devices

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**Twelfth Learning Outcome:** Given a grade appropriate text of American nonfiction, the student will identify, compare, explain, interpret, describe, and analyze text organization, including use of headers, charts and/or graphs, a sequence of steps, and interpret the effect of such organization.

**Reporting Category:** B. Interpretation and Analysis of Fiction and Nonfiction Text

Pennsylvania Standards	Assessment Anchors	Eligible Content	Benchmark Assessments	Technology
<p><b>1.1</b> Learning to Read Independently</p> <p><b>1.2</b> Reading Critically in All Content Areas</p>	<p><b>R11.B.3.3</b> Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfiction text.</p>	<p><b>R11.B.3.3.1</b> Interpret and/or analyze the effect of text organization, including the use of headers.</p> <p><b>R11.B.3.3.3</b> Interpret and/or analyze graphics and charts, and/or make connections between text and the content of graphics and charts.</p> <p><b>R11.B.3.3.4</b> Identify, compare, explain, interpret, describe, and/or analyze the sequence of steps in a list of directions.</p>		<p><b>3.7</b> Technological Devices</p>

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**Thirteenth Learning Outcome:** Given a 11<sup>h</sup> grade list of vocabulary words, the student will correctly define the words, use them in sentences, and apply them in analogical relationships.

**Reporting Category:** A. Comprehension and Reading Skills

Pennsylvania Standards	Assessment Anchors	Eligible Content	Benchmark Assessments	Technology
<p><b>1.1</b> Learning to Read Independently</p> <p><b>1.2</b> Reading Critically in All Content Areas</p>	<p><b>R11.A.1.1</b> Identify and apply the meaning of vocabulary.</p> <p><b>R11.A.1.2</b> Identify and apply word recognition skills.</p>	<p><b>R11.A.1.1.1</b> Identify and/or apply meaning of multiple-meaning words used in text.</p> <p><b>R11.A.1.1.2</b> Identify and/or apply a synonym or antonym of a word used in text.</p> <p><b>R11.A.1.2.2</b> Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.</p>		<p><b>3.7</b> Technological Devices</p>

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**Fourteenth Learning Outcome:** Given a grade appropriate flawed sample of writing, the student will correctly apply the conventions of language.

<b>Pennsylvania Standards</b>	<b>Assessment Anchors</b>	<b>Eligible Content</b>	<b>Benchmark Assessments</b>	<b>Technology</b>
1.4 Quality of Writing  1.7 Characteristics and Function of the English Language				3.7 Technological Devices

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**Fifteenth Learning Outcome:** Given an informational task, the student will select a topic, ascertain sources of information, and write a well-organized documented essay.

<b>Pennsylvania Standards</b>	<b>Assessment Anchors</b>	<b>Eligible Content</b>	<b>Benchmark Assessments</b>	<b>Technology</b>
1.8 Research				3.7 Technological Devices

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